



**TUTORIAL
PROGRAMME
2020-21**

Tutor Group Core Classrooms

YEAR 7	TUTOR ROOM	YEAR 8	TUTOR ROOM	YEAR 9	TUTOR ROOM	YEAR 10	TUTOR ROOM	YEAR 11	TUTOR ROOM
7TU1	124	8TU1	119	9TU1	011	10TU1	129	11TU1	005
7TU2	008	8TU2	123	9TU2	012	10TU2	130	11TU2	004
7TU3	009	8TU3	120	9TU3	013	10TU3	131	11TU3	006
7TU4	010	8TU4	121	9TU4	014	10TU4	132	11TU4	003
7TU5	125	8TU5	122	9TU5		10TU5	133	11TU5	002

Weekly View

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Y7	Remote Assembly	Personal Development—Big Picture	Personal Development – Demonstrate	Personal Development –Call to Action	House Challenge and Tutor Monitoring (Planners, attendance, behaviour Headteacher
Y8	Remote Assembly	Personal Development—Big Picture	Personal Development– Demonstrate	Personal Development–Call to Action	House Challenge and Tutor Monitoring (Planners, attendance, behaviour Headteacher
Y9	Remote Assembly	Personal Development—Big Picture	Personal Development– Demonstrate	Personal Development–Call to Action	House Challenge and Tutor Monitoring (Planners, attendance, behaviour Headteacher
Y10	Remote Assembly	Personal Development—Big Picture	Personal Development– Demonstrate	Personal Development–Call to Action	House Challenge and Tutor Monitoring (Planners, attendance, behaviour Headteacher
Y11	Intervention	Intervention	Assembly	Intervention	Intervention

Overview:

During the 30 minute tutorial lesson, a structured programme will take place ensuring that students are engaged and participating in meaningful activities alongside their peers in their own year group. Each year group will have a different programme, with bespoke Careers and PSHE content. Each lesson will be delivered via a voice over PowerPoint to ensure consistency.

PSE	Weeks							
Year Group	Week 1-6	Week 7-12	Assessment and review Week 13	Week 14-19	Week 20-25	Assessment and review Week 26	Week 27-32	Week 33-38
Y7	COVID—Wellbeing after lockdown	Friendships	Assessment and review	Careers - Starting Out	Resilience	Assessment and review	JIGSAW Changing ME -adolescent	PiXL LORIC Leadership 1-6 PDP preparation PDP
Y8	COVID—Wellbeing after lockdown	Careers - Networking in Careers	Assessment and review	Online and media - JIGSAW	PiXL LORIC - Communication - 5-8 PiXL - Well-being emotions part 1	Assessment and review	Cybercrimes	Celebrating Differences PDP preparation PDP
Y9	COVID—Wellbeing after lockdown	Intimate relationships	Assessment and review	PiXL LORIC Leadership	Being safe - JIGSAW	Assessment and review	Careers - Pursuing careers	Relationships - JIGSAW PDP preparation PDP
Y10	COVID—Wellbeing after lockdown	PiXL - LORIC Them and US - Respect 1 -3 Oracy 1-3	Assessment and review	Sexual Health - JIGSAW	Careers - Realising Ambition	Assessment and review	Dreams and Goals - JIGSAW	TBC—Due to COVID-19
Y11	COVID—Wellbeing after lockdown	Subject intervention		Revision Timetable	Revision	Revision	Exams	Exams/Finished

	Weeks							
	Week 1-6	Week 7-12	Assessment and review Week 13	Week 14-19	Week 20-25	Assessment and review Week 26	Week 27-32	Week 33-38
Y7	Phased return—COVID and personal wellbeing	Friendships	Assessment and review	Careers - Starting Out	Resilience	Assessment and review	Changing ME - Jigsaw 1-6 - adolescent	LORIC - Leadership 1-6
	Phased return—COVID and personal wellbeing	A healthy relationship		Goals and values	Apprentice 1		Puberty and body development (Re-cap from primary)	Leadership - Apprentice 1
	Positive Mental Health	Values and qualities		Learning about careers	Apprentice 2		Conception and childbirth (Re-cap from primary)	Leadership - Apprentice 2
	Emotional health and resilience	Changing web of friendships		Opportunities	Apprentice 3		Choices with pregnancy (IVF, surrogacy, contraception)	Leadership - Apprentice 3
	Digital resilience	Would I be me without my relationships		Decision Making	Apprentice 4		Different types of parenting and families	Leadership - Apprentice 4
	Unhealthy coping strategies	Rights and responsibilities		Making things happen	Apprentice 5		Self and body-image	PDP preparation
	Healthy coping strategies	Family relationships		Careers - Evaluation			FGM, breast ironing	PDP
Y8	Phased return—COVID and personal wellbeing	Networking in Careers	Assessment and review	Online and media - JIGSAW	PIXL LORIC - Communication	Assessment and review	Cybercrimes	Celebrating Differences
	Phased return—COVID and personal wellbeing	Hidden Jobs		Wk 1 Why do we need to keep safe online	What does communication actually mean?		What are cyber crimes and their causes	Does my family influence me?
	Positive Mental Health	Skills		Wk 2 what is social media	Different ways to communicate in a speech		What are the affects of cyber-crimes	Stereotyping in families
	Emotional health and resilience	Social media +/-		Wk 3 how does media represent teenagers today	Fluency in your communication		What are the affects of cyber-crimes	Sexism and Homophobia
	Digital resilience	Gender Stereotyping		Week 4 Are you defined by your online account?			Who can help you with cyber-crimes?	Positive and Negative Language
	Unhealthy coping strategies	TBC		Week 5 you cant change your identify	Communication about loss and bereavement		Understand how you can help others to prevent cybercrimes	Types of Bullying including Prejudice
	Healthy coping strategies			Week 6 Assessment week	Week 6 Assessment week		Week 6 Assessment week	PDP
Y9	Phased return—COVID and personal wellbeing	Power and control in relationships	Assessment and review	PIXL LORIC - Leadership & resilience	Being safe - JIGSAW	Assessment and review	Careers - Pursuing careers	Relationships - JIGSAW
	Phased return—COVID and personal wellbeing	Power and control in relationships		Effective Leadership	Substances and Mental Health		Careers –TBC	What makes a happy relationship
	Positive Mental Health	Consent and assertiveness		Successful Leadership	Alcohol and decision making		Careers—TBC	Parenting relationships
	Emotional health and resilience	Contraception		Important successful leaders-	Drugs and decision making		Careers—TBC	Relationship breakdown
	Digital resilience	Sexually Transmitted Infections		Leadership and respect	Importance of Sleep		Careers –TBC	Social influences on relationships, e.g. stereotypes, pornography, media, peer perception, LGBT+ Laws (needs adding).
	Unhealthy coping strategies	Healthy Attitudes to sexual relationships		Resilience in leadership	Emergency first aid		Careers—TBC	Challenging relationships, e.g. domestic abuse, coersive relationships, exploitation
	Healthy coping strategies	Marking sticker and assessment		Not giving up as a leader	Marking sticker and assessment		Careers Evaluation	PDP

Weeks								
	Week 1-6	Week 7-12	Assessment and review Week 13	Week 14-19	Week 20-25	Assessment and review Week 26	Week 27-32	Week 33-38
Y10	Phased return—COVID and personal wellbeing	PIXL - LORIC	Assessment and review	Sexual Health - JIGSAW	Careers - Realising Ambition	Assessment and review	Dreams and Goals - JIGSAW	TBC—Due to COVID-19
	Phased return—COVID and personal wellbeing	Them and US - Respect 1		Healthy attitudes on sexual relationships including; body image, choices and consequences	Careers –TBC		Dreams for myself and the world; balance and perspective, relationships and community.	TBC—Due to COVID-19
	Positive Mental Health	Them and US - Respect 2		Communication about relationships, sex and sexual health	Careers—TBC		Jobs - legislation around work for young people	TBC—Due to COVID-19
	Emotional health and resilience	Them and US - Respect 3		Individuality in relationships	Careers—TBC		Managing setbacks/ resilience building	TBC—Due to COVID-19
	Digital resilience	Oracy - 1		Respect and equality in relationships (recognising conflicts and power -based relationships)	Careers –TBC		Planning for success	TBC—Due to COVID-19
	Unhealthy coping strategies	Oracy - 2		Physical health; screening, vaccination, personal hygiene. Health	Careers—TBC		Resilience	TBC—Due to COVID-19
	Healthy coping strategies	Oracy - 3		Stages of relationships + Sexual relationship checklist	Careers Evaluation		Contingency planning	TBC—Due to COVID-19
Y11	Phased return—COVID and personal wellbeing	Subject intervention		Subject intervention	Revision		Exams	Exams
	Phased return—COVID and personal wellbeing	Subject intervention		Subject intervention	Revision		Exams	Exams
	Positive Mental Health	Subject intervention		Subject intervention	Revision		Exams	Exams/Finished
	Emotional health and resilience	Subject intervention		Subject intervention	Revision		Exams	Exams/Finished
	Digital resilience	Subject intervention		Subject intervention	Revision		Exams	Exams/Finished
	Unhealthy coping strategies	Subject intervention		Revision Timetable	Revision		Exams	Exams/Finished
	Healthy coping strategies	Subject intervention		Revision Timetable	Revision		Exams	Exams/Finished

Personal Development curriculum

“The end and the aim of all education is the development of character”- Francis Wayland Parker

Curriculum Intent

At Newland School for girls we provide an extensive wider curriculum focused on character development, our students follow an enriched personal development programme, a bespoke learning journey through from Y7 to Y11 tailored to ensure that our students become good citizens who will positively impact on the local and wider community.

British values are at the heart of our personal development programme and House system. We encourage tolerance and mutual respect at all times, as we aim to allow students to live peacefully together. We have a process of democracy where ever possible to give students a voice. They freely make their own choices and understand the rewards or consequences of their own actions. Students learn the wider behaviours that are needed to be successful in life and work, to understand what is right and wrong, to show compassion and understanding.

We have embedded an effective student-led leadership programme. We aim to ensure all students have the opportunity to use their leadership skills, which will enhance their confidence and show their talents. To develop character, students not only explore leadership skills through the P4 lessons, but variety of employability skills, including organisation, resilience, initiative and communication. They learn how to apply these skills in increasingly complex situations.

Through the personal development programme students are able to identify what a healthy relationships looks like, they can make informed choices in regards to safer sex and sexual health in later years. They have awareness regarding the risks that young people can be exposed to and understanding of how to effectively manage these situations. They can make well informed choices when it comes to their mental and physical well-being.

Personal development programme fully informs of dangers and risks to their safety and security and ensures they have a range of strategies to deal effectively with issues when they arise.

The House system allows students to feel that sense of community and belonging. Competition is the foundation of the House system; students are given opportunities to work as teams, to exploring their individual strengths that they can bring to their House; building resilience and independence. We have a supportive environment which aims to ensure all students can flourish into well rounded and self-confident young people. They will develop into confident leaders, show resilience in challenging situations and can work independently, using their initiative.

Personal Development curriculum

Through a carefully planned careers programme, students are well educated in the abundance of careers opportunities, they believe that they all can achieve greatness and have the motivation to be successful in whatever they set out to do.

The personal development programme is fully inclusive and all areas of the curriculum can be accessed by all students irrelevant of ability. By the end of the 5 year journey, students at Newland School for Girls not only have the skills, but also the ambition to be successful and achieve greatness in all aspects of their own personal development.

Aims measurable

- To provide a range of learning experiences for students to their develop confidence, resilience and independence.
- To provide regular opportunities to voice their opinions, debate and argue their point of view with their peers through social, political and current affairs- based stimulus
- To provide opportunities for the students to explore and develop their key employability skills, demonstrating their readiness for the next transition in education
- To regularly challenge the students self awareness, so that students are able to articulate their strengths and areas for development across the Personal Development curriculum.
- They demonstrate their high aspirations through their attendance at the range of careers events and can articulate the necessary pathways to take for success through their completion of the Log in move on applications for College.
- To broaden the horizons of the students through their participation in a bespoke careers development programme, and work placement.
- Through a multicultural and diverse community, students will demonstrate tolerance and patience, and show an understanding for cultural difference; they actively work to build relationships.
- To develop a sense of community through a competitive House system.
- They will develop knowledge of self regarding physical and mental health and well-being.
- They will develop knowledge of effective leadership skills and qualities.
- They will develop knowledge and show application of Oracy skills.
- They will develop an awareness of effective relationships and sexual health.



NSG Personal Development Journey



All years

- Attendance rewards trip
- Attendance celebration
- Book Marathon
- Study Skills
- Debate and discussion
- Assembly weekly themes
- Extra-Curricular opportunities
- Interhouse Competitions
- House challenges
- Music Concerts
- Trips and Residential's
- Sports Awards Evenings
- Literacy Star Award evening
- Aspiration Awards
- Charity visitors / Charity collection
- Directorate challenges (House challenges)
- Talent shows
- Leadership opportunities
- Student Voice / Senate
- Ensure 97% attendance or above
- Interview Panel
- SMSC Stars Weekly
- Parents evening ambassador
- Anti-bullying week
- Mental health awareness week

Year 6

- Transition 3 days
- Transition evening
- Festival of Sport
- Y6 transition passport



Year 7

- Peer mentored
- Arran outdoor trip
- STEM Event (University)
- Lifestyle project
- James Reckitt Books
- Year 7 camp
- Formal assessment
- Healthy heart day
- Induction week
- Leadership 1-4

Year 9

- Lifestyle project
- House / Vice
- Captains (Sport)
- Start of GCSE's
- Enterprise day
- High Flyers
- Peer mentors
- Ace Day
- Careers Day
- Healthy Heart Day
- Leadership 1-3
- Organisation 1-3
- Them and Us 1-6
- Well-being 7-12
- Pursuing careers
- Initiative 1-3
- Resilience 1-3
- Communication
- Barnados



Year 10

- House / Vice
- Captains (Sport)
- Work Experience
- Leadership roles
- Healthy heart day
- Sports leader festivals
- College taster days
- Assemblies
- Leadership 1-3
- Organisation 1-3
- Them and Us 7-11
- Careers - Realising Ambition
- Resilience 1-3
- Initiative 1-3
- Oracy 1-6
- Careers - Work experience



Year 11

- Log on move on
- University visit
- Healthy heart day
- Preparation for exams
- Applications for college
- CV Day
- Mock results day
- Careers Interviews
- National Citizenship services
- Prom
- High Flyers
- College visits and Interviews
- Assemblies – prepare to perform

Year 8

- Study habits
- Lead assembly
- Prison me no way
- STEM
- Mentored by Y10
- OPTIONS
- Public Speaking
- Healthy heart day
- Isle of Arran trip
- Challenges
- Leadership 5-8
- Careers -Developing life Choices
- Resilience 5-8
- Communication 5-8
- Organisation 5-8
- Initiative 5-8
- Wellbeing (Health) 4-6
- Barnados



Assemblies

Assemblies take place in tutor classrooms remotely every Monday and are led by SLT or a Head of House. Tutors will be required to set up the assembly and share the recorded voice overs through the presentation. All assemblies are saved in T:\ALL STAFF P4 RESOURCES\P4 2020-2021 \1.Monday - Assembly.

Personal Development Lessons

RSE and PSHE curriculum will be taught over the three days of the week and tutors will follow a programme of weekly activities during period 4, covering the Pixl LORIC attributes, JIGSAW and careers programme. These sessions are pre-recorded by the Heads of House but will be delivered daily by teaching staff Tuesday– Thursday.

PiXL LORIC

PiXL Edge programme is bespoke to each year group, with Y7 and Y8 students using the Apprentice resources and the Y9 and Y10 students using the Graduate resources. (Y11 will be using some of the materials provide to enrich their individual programme of intervention).

PiXL Edge is designed to help students develop the skills desired by employers alongside their academic studies.

The programme can offer accreditation for students for completing challenges that demonstrate five key attributes desired by employers (LORIC):

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

JIGSAW

JIGSAW lessons cover the remaining statutory PSHE requirements, with topics areas on:

- Relationships
- Being Me In My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Changing Me

Resources

Although the weekly resources are provided, it is the responsibility of the teacher to ensure that their Personal development lessons are prepared and adapted as necessary for their teaching group. The teacher should seek opportunities to develop the personal characteristics of their students through their delivery of the PiXL and JIGSAW themes and the bespoke careers programme.

All PowerPoint slides are available in individual year folders in the **ALL STAFF P4 RESOURCES** folder on the Staff drive and also on Google Classroom. The PPT's each have a voice over to provide the initial content to drive debate and discussion about each topic area and the necessary tasks that should be completed neatly into the exercise books provided. HOH will provide teachers with stickers each HT outlining the Topic Outcomes, these can be used as a guide to the work expected to be completed by the students. Students will also assess themselves. The content of the students' books will be checked for monitoring processes, but will not be included in a formal work scrutiny.

All the resources required for the Tutorial Programme can be found in: **T:\ALL STAFF P4 RESOURCES**
You will find a folder for each year group, with sub folders for each HT and each week.

Written work in session booklets

Presentation

Termly session booklets are issued to all pupils in your group and work will be completed on a Thursday in these books. Pupils need to have pride in their books and their work. They should follow the whole school presentation expectations.

Marking and Feedback

Marking should follow the school marking policy with self and peer assessment. Teachers should assess spelling and punctuation—when appropriate.

Presentation expectations

- Write only in black or blue pen.
- Always underline titles and the date in written work
- Try to draft your work and then check for spelling mistakes, organisation and accuracy. Make the alterations and then write it up neatly.
- Take care with the layout and use the margins and lines appropriately. All peer assessment should be done in red pen and self assessment in purple pen.
- Get into good habits of re-reading your work to look for mistakes in spelling, punctuation and grammar. Do not hope for the best, make sure your work is your best.
- If you make a mistake use a ruler to draw a line through it and restart your work underneath.
- Do not allow your books to be decorated with stickers or graffiti

Tutor Monitoring– Friday

Weekly Monitoring

Use the SIMS sheet provided weekly in your P4 folder to find the data for your tutor group.

Students will be expected to record the number of behaviour and achievement points in their planner, in addition to their current attendance. Tutors will then also play the Head teacher commendation video emailed to tutors every Friday morning.

Once students have completed this, they can start the weekly House Challenge, while the tutor signs each individuals planner.

Termly Mentoring and Target Setting Sessions

Students should discuss their subjects with you from the SIMS sheet. There is also space in the planner to glue in the students termly data collection sheet.

They can complete the Half Termly Learner review in their planner. As a group discuss subjects of concern from SIMS sheet– focus on the red and amber grades. Use this and the Learning Matrix to set SMART targets for the next half term.

You could use the ‘Suggested Mentoring Questions’ below to focus your conversations.

Set SMART target for areas of concern i.e.

By the end of this half term, I will ask for extra homework in Maths to ensure I understand algebra.

By the end of this half term I will improve my behaviour by..... and aim to have no referrals.

By the end of this half term I will improve my attendance byand aim to have no days off.